

**SUGGESTED GUIDELINES FOR WRITING THE  
LETTER OF RECOMMENDATION**

What was the nature of the teacher candidacy experience?

- A. Brief statement about the socio-economic nature of the school and community.
- B. Description of the school program, particularly as it relates to the student's experience. Consider such things as grade levels, subjects, scheduling arrangements, large/small group instruction, team teaching, special programs, e.g., Direct Instruction, a specific math program.
- C. Length of time you have known the candidate and the amount of time he or she taught with you under your supervision.

Describe the performance of this candidate as related to instructional responsibilities and effectiveness.

- A. How well does he or she plan for instruction? (Objectives, appropriate activities, etc.)
- B. How well is instruction actually conducted? Effectiveness is carrying out plans, interaction with pupils, adherence to components of effective instruction, etc.
- C. How well does the candidate evaluate his or her own instruction? Student progress?
- D. How much improvement have you observed in A-C above?
- E. Is the candidate capable of variety of instruction to meet all learning styles of students.
- F. Is the candidate able to assess student learning in a variety of ways? Can they identify teaching strategies that impact learning?

Describe the performance of this candidate as it relates to non-instructional responsibilities.

- A. Involvement in activities-school and community.
- B. Working relationships with colleagues.
- C. Relationships with students outside of formal instruction time.
- D. Relationship with parents and community in general.

Concluding paragraph

- A. Response to your supervision.
- B. Projections for future (e.g., would you want this person as a teacher in your departments, or would you want this person teaching your child?)

## An Aid in Writing Letters of Recommendation

The following list of desirable characteristics may be useful in describing a student teacher that you wish to recommend.

### The Teacher as a Professional

- Interprets and complies with the policies of the school and school system.
- Accepts responsibilities for cooperating with requests made by the administrator.
- Maintains complete and accurate records as required by law, school policy, and administrative regulation.
- Demonstrates responsibility for the care of materials.
- Is cooperative with certificated members and other employees.
- Is punctual and regular in attendance to class, required meetings, and assignments.
- Established and seriously attempts to achieve professional goals.
- Assumes responsibility for professional growth (e.g., in-service, workshops, graduate work, etc.)
- Is knowledgeable and current in subject content and learning processes.
- Is willing to seek and implement promising new ideas; shares ideas and techniques with others.
- Reflects poise and confidence in meeting emotional and crisis situations.
- Reflects admirable traits of appropriate personal conduct.
- Evidences good health through regular attendance and vitality.

### The Teacher Interacting With People

- Respects the worth and dignity of all individuals.
- Is sensitive to others (i.e., listens, looks for and acknowledges strengths of others).
- Is empathetic to the problems of others.
- Communicates so others understand.
- Has a sense of humor.
- Is self-confident.
- Is tactful.
- Is reasonable and realistic in self evaluation.



### The Teacher and the Learning Atmosphere

- Creates a stimulating, non-threatening learning atmosphere.
- Creates a feeling of trust and openness with students.
- Encourages student involvement in decisions related to their learning and conduct.
- Plans learning experiences to meet individual needs based on prior diagnosis.
- Uses various approaches to meet variant needs of students.
- Maintains a balance between freedom and control.
- Encourages excellence, commitment, and seriousness of purpose.
- Creates a sense of unity and cohesiveness.
- Disciplines in a dignified, fair, and positive manner, striving toward student self-control.
- Controls physical aspects as far as possible (i.e., lights, ventilation, heat, etc.).
- Creatively arranges physical environment to encourage interest and involvement (i.e., seating, interest centers, exhibits, etc.).
- Uses a variety of materials, media and resources.
- Is a good listener and utilizes student responses and feedback to facilitate learning.
- Uses a variety of teaching techniques (e.g., lecture, demonstration, dialogue, simulation, discovery, problem solving), and matches the technique to the situation.
- Draws upon student experiences to enrich and give meaning to content.
- Utilizes outside resources and helps students use the resources which are available from the schools and the community.
- Uses varied and appropriate evaluative techniques for student appraisal.
- Makes evaluation a continual part of the learning process and relates it directly to the instructional goals.
- Encourages responses above recall and memory.
- Provides experience which helps students to become responsible, self-directed learners.